READING STANDARD ARTICULATED BY GRADE LEVEL

GRADE 4

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts
Demonstrate understanding of print concepts.

(Grades K-3)

Concept 2: Phonemic Awareness
Identify and manipulate the sounds of speech.

(Grades K-2)

Concept 3: Phonics
Decode words, using knowledge of phonics, syllabication, and word parts.

(Grades K-3)

Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.

PO 2. Use context to determine the relevant meaning of a word.

 PO 3. Determine the difference between figurative language and literal language.

PO 4. Identify figurative language, including similes, personification, and idioms.

PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.

PO 6. Identify antonyms, synonyms, and homonyms for given words within text.

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Concept 5: Fluency
Read fluently.

PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.

Concept 6: Comprehension Strategies
Employ strategies to comprehend text.

PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

PO 2. Confirm predictions about text for accuracy.

PO 3. Generate clarifying questions in order to comprehend text.

PO 4. Use graphic organizers in order to clarify the meaning of the text.

PO 5. *Connect information and events in text to experience and to related text and sources.*

PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature
Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Identify the main problem or conflict of a plot.

PO 2. Identify the resolution of a problem or conflict in a plot.

PO 3. Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).

PO 4. Distinguish between major characters and minor characters.

PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.
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PO 6. Identify the speaker or narrator in a literary selection.

PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).

PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.

PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.

PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.

Concept 2: Historical and Cultural Aspects of Literature
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1. Describe the historical and cultural aspects found in cross–cultural works of literature.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Identify the main idea and supporting details in expository text.

PO 2. Distinguish fact from opinion in expository text.

PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.

PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.
(Connected to Research Strand in Writing)

PO 5. Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose. (Connected to Research Strand in Writing)

PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)

PO 7. Distinguish cause and effect.

PO 8. Draw valid conclusions based on information gathered from expository text.

Concept 2: Functional Text
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).

PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).

Concept 3: Persuasive Text
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1. Determine the author's position regarding a particular idea, subject, concept, or object.

PO 2. *Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.*

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